

# **BRUNSON-DARGAN ELEMENTARY**

400 Wells Street  
Darlington, South Carolina 29532

**GRADES** 4-6 Elementary School

**ENROLLMENT** 387 Students

**PRINCIPAL** Linda Graham 843-398-2533

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma P. Dawson 843-393-1291

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	12	56	19	2

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

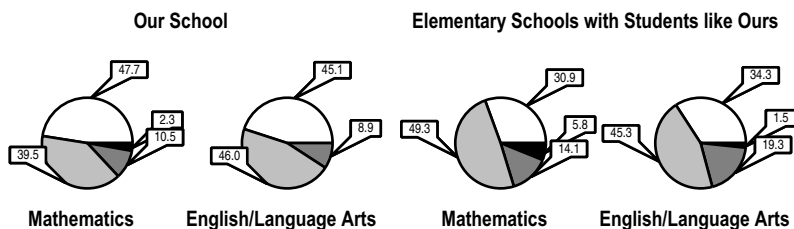
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	5	112	43
Percent satisfied with learning environment	80.0%	82.6%	82.9%
Percent satisfied with social and physical environment	80.0%	73.8%	80.5%
Percent satisfied with home-school relations	80.0%	88.1%	72.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	379	98.9	45.1	46.0	8.9	N/A	8.9	17.6
Gender								
Male	208	99.5	54.2	38.0	7.8	N/A	7.8	17.6
Female	171	98.2	34.4	55.4	10.2	N/A	10.2	17.6
Racial/Ethnic Group								
White	98	98.0	25.8	55.9	18.3	N/A	18.3	17.6
African-American	280	99.3	52.2	42.4	5.5	N/A	5.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	287	99.3	41.3	47.2	11.5	N/A	11.5	17.6
Disabled	92	97.8	58.0	42.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	379	98.9	45.3	45.8	8.9	N/A	8.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	379	98.9	45.1	46.0	8.9	N/A	8.9	17.6
Socio-Economic Status								
Subsidized meals	309	99.0	49.3	44.4	6.3	N/A	6.3	17.6
Full-pay meals	70	98.6	27.7	52.3	20.0	N/A	20.0	17.6

Mathematics								
All students	379	99.7	47.7	39.5	10.5	2.3	12.8	15.5
Gender								
Male	208	99.5	55.2	33.9	7.8	3.1	10.9	15.5
Female	171	100.0	39.0	45.9	13.8	1.3	15.1	15.5
Racial/Ethnic Group								
White	98	100.0	26.6	46.8	20.2	6.4	26.6	15.5
African-American	280	99.6	55.9	36.3	7.0	0.8	7.8	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	287	100.0	37.0	46.3	13.7	3.0	16.7	15.5
Disabled	92	98.9	82.9	17.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	379	99.7	47.9	39.3	10.5	2.3	12.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	379	99.7	47.7	39.4	10.6	2.3	12.9	15.5
Socio-Economic Status								
Subsidized meals	309	99.7	52.8	38.5	7.7	1.0	8.7	15.5
Full-pay meals	70	100.0	26.2	43.1	23.1	7.7	30.8	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	119	N/A	43.7	50.4	5.9	N/A	5.9
	Grade 5	120	N/A	47.1	42.0	10.9	N/A	10.9
	Grade 6	109	N/A	46.8	40.4	11.9	0.9	12.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	120	99.2	42.1	50.9	7.0	N/A	7.0
	Grade 5	132	98.5	47.0	46.2	6.8	N/A	6.8
	Grade 6	127	99.2	46.2	41.2	12.6	N/A	12.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	119	N/A	60.5	30.3	7.6	1.7	9.2
	Grade 5	120	N/A	63.9	27.7	6.7	1.7	8.4
	Grade 6	109	N/A	46.8	42.2	9.2	1.8	11.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	120	100.0	43.5	44.3	10.4	1.7	12.2
	Grade 5	132	100.0	53.8	40.3	5.0	0.8	5.9
	Grade 6	127	99.2	45.8	33.9	16.1	4.2	20.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 2.4%	3.4%	2.4%
Attendance rate	94.1%	Down from 96.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.7%	Up from 5.4%	7.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	23.3%	Down from 23.8%	9.4%	8.0%
Older than usual for grade	3.1%	Up from 3.0%	2.4%	1.1%
Suspended or expelled	0.3%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	45.8%	Up from 40.7%	45.5%	50.0%
Continuing contract teachers	75.0%	Up from 74.1%	84.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.0%	Up from 87.5%	83.7%	86.2%
Teacher attendance rate	93.6%	Up from 92.7%	94.5%	95.3%
Average teacher salary	\$39,237	Down 1.1%	\$39,237	\$39,909
Prof. development days/teacher	8.2 days	Down from 11.8 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	22.1 to 1	Down from 22.2 to 1	17.5 to 1	18.9 to 1
Prime instructional time	86.1%	Down from 86.4%	88.5%	89.7%
Dollars spent per pupil*	\$5,639	Up 11.3%	\$6,106	\$5,892
Percent spent on teacher salaries*	59.3%	No change	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school year marked a year of commitment and desire. Our school's theme, "Where Dreams Become Reality," holds true. Brunson-Dargan Elementary School is a Title One school. We continued to instruct students using SC State Standards in Mathematics, English/Language Arts, Science, and Social Studies. In our Language Arts classes, we focused on Literature Circles and Writer's Workshop.

All of our classes attended art, music, media center, physical education, and guidance each week. All fifth grade classes participated in Master's Lab, a laboratory designed to increase students' critical thinking abilities, and math and science skills. Teachers and students participated in Curriculum Calibration from the South Carolina Department of Education. Work was collected from each teacher's classroom, representing a high, low, and medium academic student. Students were actively engaged in Hands-On mathematics and science. Several of our students received many accolades over the past school term. Four students were selected for the South Carolina Elementary Honors Choir. Another student participated in a national softball tournament. These are just a couple of the accolades that students at Brunson-Dargan Elementary School achieved over the school year.

Students at Brunson-Dargan Elementary School had the opportunity to participate in a wide variety of activities. Students attended the Boys and Girls Club Homework Center. Many students also attended two after school programs that focused on SC Standards. All students had the opportunity to participate in the I.M.P.A.C.T. program or the Homework Center. Both programs were designed to increase students' critical thinking skills and teach test-taking strategies.

We have excellent teachers at our school. Ms. Jane Farmer, fourth grade teacher, was our Teacher of the Year. We were fortunate to have two Wal-Mart Teachers of the Year, Ms. Marilyn Bostick and Mrs. Debra Cooper. Throughout the school year, our teachers participated in monthly staff development designed to increase their knowledge of content and best practices.

The 2002-2003 school year will be marked as one of progress and commitment.

Lynn Jackson  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.